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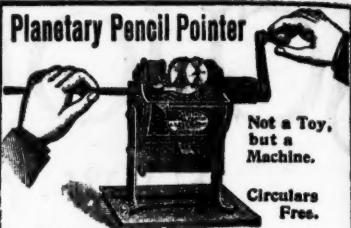
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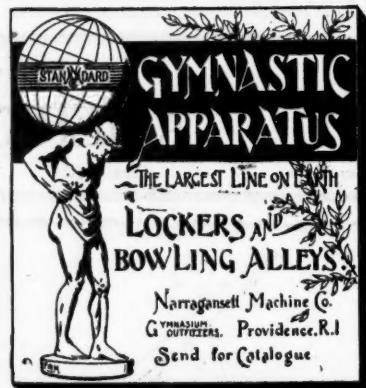
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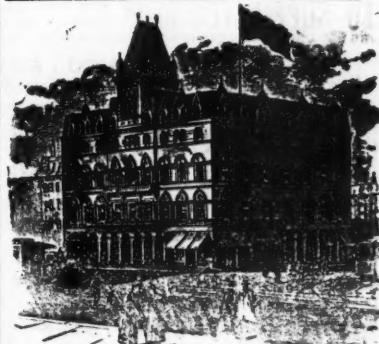


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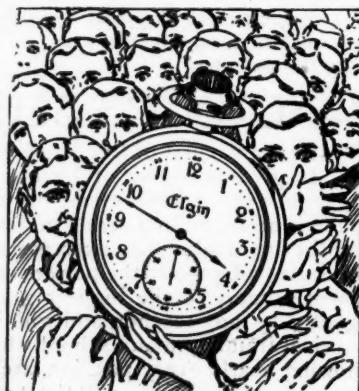
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No. 10

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Aphorisms on Manual Training. IV.

By SUPT. W. N. HAILMANN, Dayton, Ohio.

The business of life is adaptation to environment, to nature, to the universe. This implies knowledge and control of self and surroundings. The business of education is to lead the child to these things on the shortest and surest road and with the greatest possible economy of effort. The child should learn to rely implicitly upon its power to see, say, and do. It should acquire in these matters the habit of success, a calm sense of power, a firm conviction of mastership.

This is possible only if head and hand have been trained simultaneously and in unison with one another; and for this manual training is indispensable.

This manual training in scope and method, however, is broader and goes deeper than mere industrial training. It does not add new burdens to the school; it removes burdens. It enables the child to gain the knowledge represented in current subjects of instruction in a manner suited to his tastes, interests, and powers; to live himself, as it were, into this knowledge in an active, ideal, efficient child-life in which he is upheld by the constant joy of success, the steady glow of the sense of growing power and usefulness.

Such manual training is found in the genuine kindergarten. It is found in the modern elementary school, in which the principles and work materials of the kindergarten and certain forms of sloyd have gained entrance. It teaches number and form ideas by enabling the child to handle, as well as to see, numbers of things of various typical forms, by affording him opportunity, as he progresses, to use these ideas in suitable representative and constructive work with plastic materials and in drawing. It leads him to use skill and knowledge, so acquired, in his geographical, historical, literary, and scientific studies, in such a way that facts and relations, principles, and formulas, become his living possession thru rational doing, thru their eager application in interesting creative work, rather than as a residue of tedious verbal repetition.

Knowledge, gained thus and used thus for some living purpose, is never forgotten. It is directly applicable to the requirements of practical life. It prepares for efficiency in life *out of school and after school*, by the very atmosphere and habit of efficiency it establishes in school. It is practical—eternally so—at every point.

Such manual training prepares the child most satisfactorily for any subsequent work in the various departments of advanced education. Whether he enter the classical or the scientific, the commercial, or the technical department of the high school, he will carry there with him the habits of patient research, of rational thinking, of solid judgment, of creative fervor, of mobile skill, and calm self-reliance—in short, of all-sided efficiency, which no other training can give him. And by these alone can he climb to mastership in life.

Some Manual Training Results.

Because of the mass of detail involved, it is impossible here to enter into particulars of the character and make-up of the manual training school proper in connection with upper grades of grammar schools or, better still, as distinct departments of high schools. I must be content with the statement that such schools or departments, in

their best forms, lead towards every kind of industrial activity, to plastic and pictorial art, as well as to the scientific laboratory which is to-day so closely related to both the material and spiritual elevation of man.

It is evident that such manual training schools and technical departments constitute a fit culmination of a rational head-heart-and-hand training in the direction of the mechanic arts, engineering, and mining, and other worthy human pursuits that are unthinkable without manual skill. In addition to an artist here and there, in addition to an occasional Stephenson or Edison, it will pour forth numbers of intelligent, broad-minded, large-hearted captains of industry who are primarily citizens in harmony with the best and highest culture of the day,—captains, lieutenants, and sergeants of industry, who see and feel the bearing of their work upon the public good, and realize their responsibility in this direction.

It is evident, too, that such schools and departments stand as high in the scale of scholastic dignity in the light of modern ideals of life, and that they satisfy at least as urgent a need in the institutional development of the nation as the classical, the literary, and the commercial departments.

Outline for the Several Grades.

In rough outline, the following will indicate the possibilities of a continuous, rational scheme of manual training in the service of general, harmonious education.

1. The kindergarten has its well-known means of all-sided manual occupations for the guidance of experience and discovery, the training of the imagination and thought, the sensibilities, and the will, as well as for inventive and productive work. It is needless to enumerate these here.

2. The primary school, in gaining clearness and control of number and form ideas, uses beads, sticks, and blocks in arranging and constructing activities. Paper-folding and cutting aid it in analytic and synthetic work, leading to the establishment of purpose and liberating the esthetic sense in constructive designing. Clay, cardboard, and other plastic material, together with suitable tools for measuring and fashioning, afford ample means for the formulation and expression of thought and purpose connected with the observation and study of the things of nature and art. Drawing, modeling, and coloring stimulate artistic invention and serve as a basis for vivid language expression, more particularly in connection with geography, history, and nature study.

3. The grammar school, in its earlier stages, uses cardboard, wire, soft-wood, etc., in form study and geometrical construction, in the preparation of various articles of use in the work of the school for purposes of illustration, as well as in the experimental study of the forces of nature and of their simpler applications in the industrial and mechanic arts, and of the part they play in wind and weather. Drawing, modeling, and coloring continue to serve purposes already indicated. In addition, in a simple course of sloyd, the pupils learn to use the knife, the hammer, the saw, and the plane, with accuracy and dispatch in the construction of simple articles of use and ornament for home and school.

4. In its later stages, the grammar school continues and extends its course of drawing, modeling, and coloring in illustrative work connected with various subjects of instruction as well as in systematic efforts to lead the

pupils to skill and power in the practices of conventional art. It extends and systematizes the laboratory work in the study of natural forces, and introduces the pupils to the conventional arts of the workshop in a special manual training department, where they are taught the elements of drafting, joinery, wood-turning, wood-carving, and the like.

5. This work is followed in the high school by systematic courses of laboratory work in connection with the studies of natural science; in drawing, modeling, color-work, etc., in accordance with the recognized rules and requirements of conventional art; in mechanical and architectural drawing, and in the use of tools and machinery in working wood and metals, and in the arts of engineering.

(To be continued.)

Keeping a Recitation Record.

By E. H. BARKER, California.

The thing to be desired in a class record book is an accurate statement in condensed form of each pupil's work for every day of the term. Too frequently the record omits all reference to the special task of the day. In chemistry, for example, the ordinary record shows to the teacher that John's mark for the term is 80, but it does not show, what is quite as important, that in the subject of iodine his mark was 90, while in sulphur it was only 50. This, it seems to the writer, is a serious defect.

To be of any real value a record should show at a glance the character and quality of the pupil's work on every lesson. Such a record can be very compactly kept in the following manner:

	Mond. Oct. 2	Tues. Oct. 3	Wed. Oct. 4	Thurs. Oct. 5	Frid. Oct. 6
	Lesson to § 82	Lesson to § 86	Lesson to § 88	Lesson to § 90	
A. BAKER	8	7	9	10	
F. ULLISH	10	9	6	7	
G. DAY	4	8	a	9	
H. FIELD	9	0	8	8	
T. HOLDEN	0	8	7	9	

In the column at the left are the pupils' names. Along the top line are the days of the month. Immediately below each date is the lesson assigned for that day, and opposite each pupil's name is the mark received on the recitation. This record tells just what work the pupil has done well, and what poorly. For instance, it is obvious from the record that Field failed on §§ 82 to 86, and the teacher can, at any convenient time, examine him on that part of the text and learn whether or not the deficiency has been made up.

The keeping of such a record is a simple affair, involving only the additional trouble of assigning the lessons somewhat in advance. The writer believes that lessons should habitually be assigned in this way. If the lessons for several months are assigned at the beginning of a term a pupil is better able to make his plans for study than if he lives a day to day school existence; and it helps the teacher, too, for, if for any reason a pupil is absent for a day or so he has no longer the excuse "I'm not prepared to-day. I didn't know where the lesson was, I wasn't here yesterday." By leaving one day each week for which there is no advance lesson assigned, additional opportunity is afforded the teacher to clear up any knotty points that may not have been satisfactorily disposed of during the week; and further, it precludes the possibility of an unforeseen holiday interfering with the assignment of lessons. There is always one day in the week to draw on if occasion require it. An unlooked for holiday disturbs the schedule for only a day or so at most. Altogether it seems to the writer the only adequate method of recording a term's marks in order to have the record of any real value.

Shall She Leave the Profession?

By PRUDENCE GRANT, California.

Perhaps it may be as well for me to say in the beginning that I am not a school teacher, and that only a very small part of my years as a working woman have been passed in the school-room. And yet I have always wanted to give my life to teaching, have always felt sorry that I could not afford it, and have taken great interest in educational problems—especially in the one that kept me out of the profession—the great problem of money.

Until father died, just as I finished my high school course, I had always expected to fit myself for teaching, but when I was left with a crippled mother to earn my own support and hers that was entirely out of the question. I must utilize what education I had to earn the largest amount I could. A position was offered me in the office of a weekly paper, where I could earn a little more than was usually paid to inexperienced teachers. That was twenty years ago, the weekly paper has come to be a daily, and I earn my thousand dollars a year; while but one of my mates who went into teaching earns more than eight hundred, and that one went thru college as well as thru normal school, and spent six years and nearly as many thousand dollars in gaining her equipment.

But I intended to write rather about a neighbor of mine whose experience has set me to thinking about the problem of the teacher and her salary. It was about five years ago that I first met Grace Goodwin. I had heard of her as a primary teacher in the Hilltop school, and as an unusually successful one. Our chief editor was on the board of education and had charge of school supplies, so that members of the board, principals, and grade teachers were frequently in the office on business, and I heard more or less of school affairs. Often I listened to such conversations to keep myself acquainted with the aspects of the subject that were foremost at the time, and sometimes a little paragraph would creep into the paper when I thought it would do good.

As I said, I had heard that Miss Goodwin was an excellent primary teacher. So I was very glad when I learned that she had bought on the installment plan the cottage next to mine. It was a pleasant spot and yet the little cottages were not expensive. She moved into her home in the early spring, and we soon became good friends. Our mothers, too, fraternized, and both mother and I found our lives much fuller of pleasant social intercourse because of our new neighbors.

Devoted to the School.

Miss Goodwin worked for her school even in vacation. Each summer she spent a few weeks at some school of methods. When she was at home a large part of each day was given to preparing "busy work," duplicating supplementary reading lessons illustrated with dainty pen pictures, and ornamenting little number cards with pictures suitable to the tiny problem stories she printed on them. She was glad to utilize all the material I could furnish her from the office in the shape of advertising devices, and she eagerly devoured all the publishers' catalogs. I was not a little surprised at the books she ordered from these same catalogs, and the money she spent in such ways. I expressed my surprise one day that she could afford it, and she replied, "I simply can't afford not to do it. I must have the best and know the best for my work. I couldn't honestly teach otherwise." She expended her own money not only for books and educational periodicals, but each year she bought and framed a new picture for her school-room. I remember seeing there several of the best Madonnas, Rosa Bonheur's Horse Fair, and several of Landseer's pictures of dogs and horses.

In all this her first thought was for the children. They must have the best she could give; they deserved all her time and thought; their time ought to be economized by giving them everything in the best order and with the

least friction; they must be roused to the greatest interest with the least excitement. She was full of her methods and theories when with me, and I was interested, for it was just what I should have liked to do myself if I could have afforded it.

The children responded immediately to her love and thoughtfulness. Those who lived near enough hung about her whenever she was in sight, in vacation and on Saturdays, as well as on the way to and from school. There was never a birthday party to which she was not invited, and many a carriage "from the avenue" called to take her to drive with mamma and the children. Yet she was a plain little body, always neatly but very inexpensively dressed, and with little noticeable about her appearance except a pair of expressive bright eyes, and a cheery smile. The children loved her, not for her pretty dresses or attractive looks, but because she loved and understood them.

As our acquaintance grew, I often accompanied Miss Goodwin to the evening meetings of the Teachers' Club, which were held down town, quite a walk from the hill, and which she hardly liked to attend alone. I was heartily welcomed by the teachers, and greatly enjoyed the discussions of school matters. I often wondered why the members of the board of education did not attend these meetings, for I understood they had a standing invitation. It seemed to me they would have a better understanding of their duties and of the needs of the schools if they could hear these teachers talk. I noticed that Miss Goodwin's opinion, when it was expressed in these discussions, had weight, that the other teachers respected her judgment and were influenced by her arguments. She seemed to have her methods carefully thought out as the outgrowth of well-established principles, and could say of such a plan, "It fails because," or, "This is why it succeeds."

Earns a Life Diploma.

Two years after she came to live beside me, Miss Goodwin prepared for an examination for a state life certificate. She had a normal diploma from another state, but she wanted something of the kind from our state, and thought that the preparation for such an examination would be valuable to her. With one of the other teachers as a companion, therefore, she devoted several hours every day thruout the school year to hard study. They got their certificates, and the board was evidently pleased, for they increased their salaries by fifty dollars a year.

But even with this addition her salary seemed to me low for a teacher of such ability and devotion. Seven hundred and fifty dollars is not much for a woman who gives her all to her work, yet that was more than was customary in our town. Usually, teachers of three years' experience received six hundred for the first year, and fifty dollars increase each succeeding year, until seven hundred was reached, and that was usually the maximum. Only one other teacher in our district had up to this time been given seven hundred and fifty, and she also had a life state certificate. Inexperienced teachers had to begin at three hundred and go up at the rate of a hundred a year for three years before being considered experienced. Last year three teachers were drawing seven hundred and fifty, two were drawing six hundred and fifty, and the others seven hundred. There had been no inexperienced teachers appointed for some time, and no changes at all for several years.

Political School-Ma'ams to the Front.

The two teachers who were on the lowest salaries were fairly successful, I suppose,—at least they had many friends; but Miss Easie Going was popular among the young society people, and Mrs. Lobbe's husband had many political friends, and considerable "Pull." Neither of them was ranked high by the board or the principal, and the county board had refused to renew Miss Easie's certificate without re-examination, and to pass Mrs. Lobbe's classes from grade without examination by the county superintendent. Both these teachers proclaimed that they taught school for the salary. Miss Easie often

announced that she wouldn't teach another day if she could live without working, and Mrs. Lobbe said she was in the school-room for what she could get out of it, and she did not believe in carrying school home with her.

Last spring both members of the board from our district were newly elected. The hold-over member left town, and the other was too ill to be re-elected. Mrs. Lobbe evidently thought that this was her opportunity to get the increase of salary that she had asked and been refused for several years. But she was wise enough to enlist Miss Easie under her banner, and together they made up a very plausible petition to the trustees of the district, to readjust and equalize the salaries in the Hilltop school, so long unjustly unequal, by paying all the teachers the same salary of seven hundred a year. It is easy to see how readily such an appeal would reach the heart of a newly elected trustee. There were but two teachers whose salary would be raised by such a scheme, while there were three to be reduced. This would result in a saving for the district of fifty dollars a year. All the teachers had been retained for several years, so they must all be good teachers, and, of course, should be served alike. Neither the principal nor any of the other teachers knew that any such equalization was contemplated, and the trustees did not see any necessity of mentioning the matter. It was a plain case on the face of it.

Now our board of education manages all general affairs concerning the schools as one board, but the affairs peculiar to each particular school such as appointment of teachers and individual salaries are decided by the local trustees of the district. It is not always a satisfactory method, but it caters to local feeling, and is an arrangement of long standing. Hence, when the Hilltop trustees decided to appoint the old corps of teachers at the uniform salary of seven hundred dollars, there was no authority to oppose them, tho several other members of the board advised them to make no changes.

When, however, the appointments were announced, there was consternation. Miss Goodwin came in to see me in the evening, and announced her intention of immediately resigning. She felt that her work was not appreciated, that she should have had some notice of such a change if it were necessary, and that it would be best to seek a place where she would be more justly treated. The other teachers whose salaries were cut down came to the same determination. They said it was no necessity for economy that had reduced their salaries, but equalization,—an attempt to bring all teachers good and poor upon the same level, and they objected to any such equalization. The trustees were besieged by parents and children, but they did not see their way to any further change. They could not reduce the salaries increased, and they did not feel justified in increasing expense. They had not thought that equalization would cost them their three best teachers, but they did not see how they could prevent it as things then were. Some patrons of the school offered to make up the necessary one hundred and fifty dollars if the three teachers would remain, but Miss Goodwin felt that it would be abandoning a principle if they should, and the other teachers finally agreed with her, and they all registered with a neighboring teachers' agency.

Needed in the Primary School.

As the summer went on both the other teachers secured good positions at their former salaries; but there seemed to be no vacancies in the lowest primary, except on a low salary, and Miss Goodwin was still out of work when school began. I told her she had been too particular, and that she ought to have taken a higher grade, for seldom is so much paid in the primary classes. But she thought the very little ones were her especial charge, and that she could do her best work with them. Then, too, she had always said that this was the most important work of the course, and ought to be best paid. If the little ones were started aright, there would be nothing to undo and do over. She felt that what she had done had been done on

principle, that she had done right and that she would be patient and hope for better days. "Fortunately," she said to me about that time, "the house is paid for, and mother's little income will take care of her and sister Mary for a time. I can earn a little by tutoring, and I can wait."

But the year has worn on and she is still waiting, and her patience is nearly worn out. She might have had a subordinate position, but she said she must be able to do her work in her own way, with no responsibility except for results. And when the manager of the agency urged her to take a low-salaried position and work up, she asked, "How many times am I expected to do that? I began at the bottom twelve years ago and have worked up to a fairly adequate salary, now must I begin at the bottom again, to be once more thrown to the bottom when some one's jealousy of superior salary wants an equalization?"

She begins to talk now of leaving the profession, and, tho I deprecate any such move, and urge her to hang on, and she will have her reward, I really can not blame her for her discouragement. She could certainly earn a good living in some other business, for she is a woman of pleasing manners, strong executive and administrative ability, faithful, accurate, and conscientious. But she loves the little folk, she has spent her life with and for them, and she asks no more than a moderate salary to give all her days to them. Why, when we have so many women teaching merely for the dollars and cents, should such a woman be crowded out of the profession? Is there nothing that can be done to prevent it?

Normal Order of Child Growth.

By HENRY D. HATCH, Chicago.

Some years ago the superintendent of a prominent reformatory for boys said, in a public address:

"If you want to hear just how to manage bad boys, ask some one who has never had anything to do with them."

The same position holds good in all educational problems, and particularly in that of the normal order of the child's growth. If you want positive statements, you will get them most fully from some person who has not thought much in the matter.

If there be a normal order of child growth, the importance of its bearing on educational problems is apparent. The famed Amiel wrote in his journal: "Nations can be developed only on the lines of their tendencies and aptitudes. Try them on any other, and they are rebellious and incapable of improvement." If the position is sound, it seems equally true of the stuff nations are made from,—true of the units of society—and especially true of the elemental units, the individual little ones.

From the viewpoint of prevailing graded school systems, this position is far removed from educational orthodoxy, but the question remains, Is it true?

If there is a normal order of growth for each child, if there are individual tendencies and aptitudes pointing the way for normal development, it would seem the part of wisdom to follow the guide posts, rather than to invite rebellious incapacity to grow along lines out of the normal order.

Do the facts indicate that there is a normal order of growth in children? How is it with the subject of language?—an important one, indeed; so important, in fact, that Prof. Max. Mueller holds it impossible to think without language. Most students of language find it easier to learn to read and write a new tongue than to speak it; and to gain fair power along either line requires the study of several years. How is it with the child? Each little one starts at birth with little besides his normal tendencies and aptitudes. The influences with which children are surrounded for contributing to the study of their mother tongue vary as widely as might be well arranged. What is the result of this variety of influence? Each, in his own way, learns to use his mother-tongue

with surprising success, and learns to say everything he wants to at the age of three to three and a half years. There seems to be much uniformity in the results, both as to absorption of the individual environment furnished and the time taken for its accomplishment. How do you account for it? I know the looks of a few other tongues than English; I can make some progress in taking them in thru the eye; but the ear route, to my mind, seems poorly fitted for the transit of any other language than English. I have a stronger mind for grasping a new language now than when I first learned my mother-tongue. Why am I unable to obtain the results of an average little one left to the normal order of language growth? Why does that same little one, who gained his power over spoken language with such ease, find himself unable to gain an equal power over the written forms of his mother-tongue in twice the time it took him to learn to speak that language? To be sure, there are occasional exceptions to the rule. Here and there we learn of a Samuel Johnson, a John Stuart Mill, a Horace Greeley, or a Daniel Webster who has acquired power over the written forms of a language in a manner which seemed to correspond in some degree to the ease with which every child masters spoken language.

We say that the little child learns his mother tongue naturally; that is, according to the normal order of his growth; but do we spend enough time studying the actual process of this order of growth before we assume to know about all subsequent stages?

It is said that honest confession is good for the soul. I admit that I am very much at sea; but I have not lost faith in the belief that there is land in the distance.

In the study of some of these problems, I prepared the following syllabus some time ago. Sometimes a well-put question will point the way. Here are a few of the questions I have pondered over:

General Topic.—ORDER OF NORMAL CHILD GROWTH.

- (1) Is there a normal order of growth?
- (2) What is known of its successive phases?
- (a) How are they designated?
- (b) How have these facts been determined?
- (3) To what extent, and how may it be determined that a given child shows evidence of agreement with or divergence from the mean or average type of normal growth at a given stage?
- (a) In physical growth?
- (b) In mental growth?
- (4) To what extent in each case, and how may it be found possible to properly attribute such divergence to—
- (a) Heredity?
- (b) Out of school environment?
- (c) School life and influences?
- (5) What, if any defects in child growth are properly to be assigned for their cause to our schools?
- (a) As a result of definite faulty plans in school systems?
- (b) As an incidental result of any injurious preventable influence of school life?
- (6) How far is it practicable to combine and assimilate the various results of child study investigations to the definite end of perfecting a true scheme of the course of normal growth?
- (7) How is this knowledge to be brought to the efficient service of capable teachers in a way to aid them in meeting more fully the individual needs of their pupils?
- (8) How much have child-study methods already made it possible for the well-informed teacher to determine, with a fair degree of accuracy, the stage of development of a given child on his admission to school?
- (a) On his physical side?
- (b) On his mental side?
- (9) From this basis, to what extent is it possible, at the present time, for such a teacher to assist the normal order of growth?
- (a) In line with the child's best physical development?
- (b) In a way to provide suitable mental food in its proper order, etc.?
- (10) What is the solution, that the order of normal child growth may be expected to furnish to the course of study problem?

Is it probable that a study of the motives prompting to human activity at its advancing stages might assist in deter-

mining the course of normal growth? As to possible assistance in considering the prevailing motives of child life, the following classification of motives is adapted from another with slight modifications:

I. Higher Motives:—Attractive (pleasurable).

- (1) Intrinsic charm.
- (2) Borrowed interest.
- (3) Pleasure in prospect (hope of reward).
- (4) Curiosity, novelty, etc.

II. Lower motives:—Propulsive (painful or disagreeable).

- (1) Apprehension.
- (2) Fear of consequence.

To what extent is the average child's school activity prompted by the higher motives? To what extent should the lower motives prevail in the school life of the child, or, indeed, throughout his whole life? To what extent do the lower motives prevail in current educational methods with children?

Believing that the study of motives promises much in an inviting field of investigation, the accompanying scheme for observations along this line is suggested.

Preconceptions and theories of the observers should not be permitted to manifest themselves to the observed, and thus influence and modify the observations recorded.

PLAN FOR THE STUDY OF CHILD'S MOTIVES.

Name of child	Age in years
Months	
Nativity of father	Nativity of mother
Occupation of father	Of mother
Occupation of other members of family	
In what does the child take most interest at the present time?	
(a) In what stories or books?	
(b) In what games or entertainments?	
(c) In what occupations?	
What is the child's idea of an adult occupation for himself when grown?	Reason for choice?
What experience has thus far afforded the child his greatest pleasure or joy in life?	
What life experience has occasioned the greatest pain to the child?	
Is the child a member of any school at present?	
If left wholly to his own choice, would the child attend school?	What seems to be the child's true motive for his choice?
Do the mere possibilities of extended social life, comradeship, furnish a leading interest in the child's school attendance?	
Is there any portion of his school duties which he performs from a sense of the intrinsic charm in the thing done?	
What study interests the child most?	What is the real motive prompting this interest?
Name, in order of relative interest, other subjects of the course: (a) (b) (c)	What seems to be the child's real motive why he pursues these subjects?
What portion of the school duties seems least attractive to the child, and why?	
Is the child in good general health?	What serious sickness, if any, has the child experienced?
Does the child's physical development appear to be normal?	
State any apparent defects	
Are these the result of (a) heredity?	
(b) Out of school environment?	(c)
Faulty school provisions?	Does the child's mental development appear to be normal?
State any apparent defects	Are these the results of (2) heredity?
out of school environment?	(e) Faulty
ous school methods, etc.?	(f) Injuri-
Observer	
Address	
Date	...981.

The other day, one of the assistant teachers of my corps sent up one of those cases which seemed to be in rebellion against tendencies and aptitudes; a little girl at sea over number in ratio or ratio in number, I believe, and, omitting a few direct suggestions, I wrote the little one's teacher as follows:

Problems of this character are not easy ones to solve. After trying their solution by all sorts of rules for nearly twenty years, I have about made up my mind that they are not to be solved "by rule" at all. At any rate, the

answers to be had "by rule" do not seem to agree with those in the back part of life's book of experience.

I am feeling more and more, as the days roll by, that every child's real growth must come from doing what that child wants to do. If a child does not want to do a thing, I believe he seldom gains much real growth from doing it. He may seem to grow, but the question remains: Is he really growing?

Some day, I believe, these problems will "line up" under the one great problem: How shall the motives be controlled for the best? How shall we best lay hold of the child's "want to"? Let us know what you think about it.



A School Excursion by Wheel.

From Central Bridge to Sleepy Hollow.

By HENRY S. CURTIS, P.D., New York.

It is always pleasant to go on a journey with boys, because there is always such an abundance of good spirits, so much of interest and expectation about everything, that to be immersed in such an atmosphere is like a genuine bath in the fountain of youth, and we feel our early spirits and hilarity returning to us.

There are few more charming trips I fancy either in this country or elsewhere, than the one from Central Bridge to Tarrytown. Almost every variety of natural or garden scenery is encountered and nearly every spot is connected with the history of our country. The road thruout is of good macadam, there are many long and somewhat exciting coasts, while the hills are all easily ridden by a good wheelman.

As we spin northward we get many fine views thru the arches of High Bridge, each a small picture very perfect and exquisite in itself, while the long arches of Washington Bridge blend with the shorter ones of High Bridge into many beautiful curves and designs.

Van Courtland Manor.

Our path brings us out at the Van Courtland Manor house about 10 o'clock. This old mansion is an object of great interest from many points of view. It stands for the feudal system in America, and, so far as I know, these old Dutch patroons are the only feudal lords who have ever flourished on our soil. One cannot but invest this system everywhere with the glamour of chivalry and romance. And certainly a baron on the banks of the Hudson with his estate of a hundred square miles or so, his savage neighbors, and all the novelty and expectation of a new country is quite as pleasing a theme for fancy's pictures as a baron on the banks of the Tweed or Severn.

The Van Courtland Manor was built by Stephen Van Courtland in 1683, but it must have been rebuilt later, as it has a stone which bears the date 1748. In recent years it has been fitted up as a Revolutionary museum by the Society of Colonist Dames. In it are papers by the hands of George Washington, John Adams, John Stark, and other famous men. In the center of one of the cases is the medal (or a copy of it) which was granted to Washington for driving the British out of Boston.

But the most interesting thing about the old mansion is that it places before our eyes a house of the best class in Revolutionary times and shows us how the people lived. Each room is furnished appropriately to its purpose and the time; there are curious old chairs and pianos, andirons, warming pans, spinning wheels, etc. Arranged around the dining-rooms, are the shields of all the old patroons with the Van Courtland shield in the center. In one of the rooms on the second floor is the bed in which Washington slept on his way down to take possession of New York in 1783. It has huge rosewood posts, rising nearly to the ceiling, and is covered and draped in a canopy of white. On the whole it is quite a splendid affair and seems as peaceful as sleep itself. There is a dignity and stateliness about it which seems to comport well with the character of him who once rested there.

From Yonkers to Dobbs Ferry.

At Yonkers we make a brief stay to note the Philipse Manor house, now the City Hall, the front part of which was built by Frederick Philipse in 1682. Here lived Mary Philipse, beloved of Washington, whom married Roger Morris and here Washington was often a guest. Nevertheless Philipse was suspected of being a Tory and the property was confiscated by the legislature in 1779.

At Yonkers, we take the aqueduct and wheel for miles along a narrow hard path overarched at times by forest trees and now and again opening out to a magnificent view of the Hudson and the opposite Highlands.

At Hastings we turn again into Broadway and soon reach Dobbs's Ferry where we stop for a time at the Livingston House, in which Washington and Rochambeau planned the Yorktown campaign and before which the American and French armies joined forces. A substantial granite monument, erected by the Sons of the Revolution, stands before the house and relates the chief events of its history.

Irving's Sunnyside.

From Hastings to Tarrytown, there is a succession of beautiful villas.

At Sunnyside avenue we turn down to Sunnyside and ask to see Mr. Irving, the nephew of Washington Irving. He appears after a short delay. He is unquestionably an Irving and Scotch from his features. We ask permission to see the grounds and take some pictures. We find Mr. Irving very pleasant and accommodating, and so similar are his features that we feel afterwards almost as if we had been talking with Washington Irving.

Of all the places I have ever seen I think I should prefer Sunnyside, if I were to lead a literary life. Embowered in its park of trees, it is a little paradise of itself entirely secluded from the gaze or interference of the outside world, where one might withdraw into the realm of fancies and dwell undisturbed. To the west is the everchanging panorama of the Hudson with its fleeting sails and revolving paddle wheels, which tell of the great world without with all its bustle and strife; yet, so gentle is all, it seems like a moving picture rather than a real thing and does not disturb the calm which seems to pervade the spot. From the farther shore the Palisades frown down upon the river, while in plain view to the northward lies the Tappan Zee; famed in history and romance. The country around was the scene of many of the most daring adventures of the Revolution and almost every spot calls up a tale.

Historical and Literary Monuments.

From Sunnyside on, the boys were getting very weary, and were beginning to wish that all the hills sloped the other way. But, by dint of various lifts behind wagons and the like, we reached Tarrytown shortly before one o'clock. Here we checked our wheels and went out in a little grove near the shore to eat our lunch.

At a little before two we started out in a drizzling rain for Sleepy Hollow. Our road soon brought us to the monument which marks the spot, where André was captured and which bears the inscription:

"On this spot
The 23d day of September, the Spy
Major John André,

adjutant general of the British army, was captured by John Paulding, David Williams, and Isaac Van Wart,

All natives of this country;
History has told the rest."

This monument also marks for the readers of the Legend of Sleepy Hollow the spot where the race between



See letter on page 271.

the Headless Horseman and Ichabod Crane began. About a quarter of a mile farther we came to the fork in the road where the perverse old Gunpowder turned toward the cemetery instead of keeping on to Sleepy Hollow as he should.

A quarter of a mile further down the road brings us to the bridge where the race ended so disastrously for the poor pedagog. It was not a very long race as it is not more than half a mile from the monument.

The Headless Horseman's Resting Place.

Just above the bridge stands the old Dutch church which bears the inscription:

"Erected and built by
Frederick Philipse and
Catherine Van Courtland, his wife
In the year 1699."

This is, perhaps, the oldest church in the state of New York, but it is still in a good state of preservation. A few of the old Holland pressed bricks are still to be seen around the old doorway (which has since been changed to a window). It is still used for services during the summer time. On the belfry is a gilded ball, which has been pierced by a rifle shot. It is said that, during the Revolution, while Washington was encamped just beyond the cemetery, a company of soldiers were marching down the road, and one of them fired at the ball and left this hole behind as a memento to the present from Revolutionary days.

It will be remembered that it was here by the church that the Headless Horseman kept his body during the daytime and from here he started forth in nightly quest of his head. Just beyond the church a brown sandstone slab marks the grave of Katrina Van Tassel. Stones for Broner and various Martlings are near by, and I do not question, but with a longer search we might have found stones for all the characters in the Legend.

Irving's Grave.

Probably the object in Sleepy Hollow cemetery of greatest interest to most persons is the grave of Washington Irving, which is very appropriately situated on Crane avenue. The lot is of ample size and contains a large number of stones bearing the name of Irving. There is no attempt at display. The resting place of America's greatest descriptive writer is marked merely by a white slab bearing the inscription:

"Washington Irving,
Born
April 3d, 1783.
Died
Nov. 28th., 1859."

The increasing rain soon compelled us to abandon the interesting old churchyard. We returned to Tarrytown, and there took the train for New York a tired, but well-satisfied party.

Musical Instruction in the Schools. II.

By GEORGE WHELPTON, Buffalo.

A state law defines the character of the examination for teachers of music in the public schools, but prescribes no limitations as to its scope. One examining board may make a hobby of piano playing, another of harmony and composition, and still another of a knowledge of musical literature and the classics, and all neglect the vital question, namely, the ability to teach theory, sight-reading, voice-production, and singing in the public schools.

In many cities of this state the charter defines the educational powers, and in others, special school acts define such powers. Graduates of a state normal school are not required to obtain a special certificate in order to teach music. This law is clearly in the interest of normal schools, and is manifestly unjust for the reason that music is not more thoroughly taught in normal schools than in most public schools. In fact I can name normal schools where the study of music is nothing more than learning by rote, hymns and anthems for opening exercises and part-songs for occasions of a special character. If there is even one normal school in the state whose course of instruction in theory, sight-reading, voice culture, and singing is sufficiently comprehensive and scientific to make of its graduates practical and intelligent teachers of music, I have never heard of it; and I venture the assertion, without fear of contradiction, that there is not one such school whose graduates acquire even an elementary knowledge of music from the instruction actually given in this subject as a regular study. A well-known teacher in one of the leading normal schools of the state says that during all the years musical instruction has been given in that school he has never heard of a student learning to read music.

This unjust discrimination in favor of the graduates of normal schools has led many to believe that no one is eligible to the appointment of teacher of music in the schools of villages and school districts of the state who does not hold a normal school certificate.

A young man, who was already a competent and successful teacher of vocal music, entered the Buffalo normal school last year solely for the purpose of obtaining a normal school certificate in order to teach music in the public schools of a village in this section of the state. He was given to understand by the board of education of that village that it had no authority to engage him without such a certificate. That is not the law. If such a board of education desires to employ a special teacher of music it has the authority to do so, providing the candidate is properly certified. For this purpose the state superintendent of public instruction issues a special certificate on the recommendation of the board of education, approved by the school commissioner of the district. The law provides that in recommending a candidate, the board of education must have personal knowledge of his successful experience as a teacher of vocal music.

Such a law as this, uniformly observed throughout the state, would soon solve the problem of musical instruction in the public schools and remove all doubts of its success.

Another serious obstacle to the advancement of musical instruction in the public schools is the lack of singing books in the hands of pupils, and the dry theoretical character of much of the material in the books now so generally used. Several large publishing houses are engaged in the publication of singing books for public

schools, and the complete series of books published by each of these houses is based upon what is claimed to be an original method of teaching. For this reason, in the opinion of many teachers, text-books and methods are synonymous terms because each series of books is understood to represent an original method of teaching and each method a particular series of text-books. The competition between these houses is very sharp, and when a special teacher of music is in need of a text-book he is overwhelmed with the merits of each of these various systems and is at a loss to know which one to adopt. Occasionally we find, in the same city, three or four special teachers of music using as many different methods of teaching, with the understanding that a comparison of these several methods will some time be made and the best one adopted. Some of these systems are so comprehensive as to require eight charts and nine books to cover the entire theoretical ground of sight-reading and singing in all the keys.

The prices of these books vary from 35 cents to \$1.40 each, and the charts from \$1.00 to \$10.00 each, thus making them too expensive for many schools, and their general use impossible. The objection to such an elaborate system of musical education for public schools is not only the expense, but the making of so many books necessitates the use of much dry theoretical material that does more to discourage than to stimulate any but the most enthusiastic pupils. In speaking on this subject the principal of a grammar school in my own city, himself an excellent musician, said: "You cannot imagine how my scholars detest much of the material in our music readers. They absolutely refuse to be interested in the study of music, and we are actually obliged to drive them thru the work laid out for them by the special teacher; but, when I put a melodious, spirited song upon the board you should hear them sing."

Only think of it! Eight charts and nine books to carry children thru a course of musical instruction in the public schools! Is it any wonder that they refuse to be interested in the study of music, altho singing should be to them a means of recreation and a never-failing source of pleasure? Is it any wonder that grade teachers, who actually give this instruction, grow weary under the burden imposed upon them by the special teachers? Oh, Education! what crimes are committed in thy name!

If music were the only subject taught in the schools thus heavily encumbered with unnecessary and impractical theoretical material, the burden would be easier to bear. But if we may believe the leading educators who spoke at the New York State Teachers' Institute at Chautauqua last July, our entire educational system is cursed by these encumbrances. Is it any wonder that we find our children laboring with their studies until far into the night, their once rosy cheeks wan and pale, vision impaired, nervous system shattered, their youthful days, which should form the brightest years in human life, filled with anxiety and fear by the ever-threatening regents' examination which, alone, is the standard of educational progress in the schools of this enlightened state; all for a high school diploma and an education that is of little practical value to them in commercial life.

From a business standpoint, the young man who is graduated from the high school possesses no advantages over the boy who leaves school with the completion of the grammar grade. This observation has often been made by business men. I have known high school graduates to live a life of idleness for months because, filled with the importance of a high school education, they were not qualified to do that which they desired to do, and were too proud to do the work they could find to do.

It may be said that a public school education is not designed or intended to prepare young men for the practical and mechanical pursuits of life; but, ought it not?

Is not that the hope which stimulates the poor man to make so many sacrifices for the education of his children? But this is a digression.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING SEPTEMBER 16, 1899.

Defective Recitation Records.

The injustice of the ordinary recitation records must be evident to anyone who gives thoughtful attention to the subject. A boy who does excellent work in all divisions of arithmetic but is unable—owing largely to the inability of his teacher to explain matters—to see the *rationalia* of some one particular point, may in consequence be marked so low in the subject that he is required to take the whole of his course over again, when two or three hours of intelligent handling of his difficulty might put him at the head of his class. A girl may be the best scholar in physics, and because she reasons carefully may not comprehend the laws of falling bodies. Should she be rated as poor in physics? The injustice is clear and we are glad Mr. Barker has taken up the subject. His suggestions in the present number ought to draw out many replies and discussions. Nor is injustice the only wrong involved. Economy in teaching requires that the teacher should know at all times just where the pupil's weak points are, so as to give him the right sort of assistance. The subject is too large for a brief note. Who will lend a hand to keep it before the teachers in elementary and secondary schools as well as in the colleges? The department of letters is open for just such matters as these.

The University of California will soon be in the finest buildings ever erected for an educational institution. Mrs. Phoebe Hearst some time ago offered liberal prizes for the best plans. The judges were chosen from among the most prominent architects of our own country and abroad. The first prize has been awarded to Mr. Bernard, of Paris. The estimated cost of the new improvements will be about \$15,000,000, which amount Mrs. Hearst will donate. Mr. Bernard receives \$10,000 for his plans, in addition to the customary architect's fees. The decision in favor of Mr. Bernard was unanimous. Many other prominent artists submitted drawings, and the competition has already cost more than \$200,000. With Dr. Benjamin Ide Wheeler as president, and the buildings made possible by Mrs. Hearst's donations, there is no reason why the University of California should not soon prove a formidable rival to Leland Stanford Jr.

Business Schools Restricted.

Under a recent act of the New York legislature, the business institutions of the state are to come under the public educational authorities. These schools are prohibited from using the names college and university, and may not grant degrees or issue diplomas without official permission from the regents of the state university. The object of such legislation is to raise the standard of business schools and protect the public against inferior institutions of this character. Only schools doing the required amount of work, and of a high quality, will be registered by the regents. A curriculum has been prepared which these schools must offer to enable their pupils to obtain a state business diploma. The diploma granted will rank next to the certified public accountant's certificate, which is the highest state business credential. To enter these schools, the applicant must have a high school education or its equivalent.

In order that the reports of the various department meetings of the National Educational Association may be easily obtained and widely circulated, Secretary Irwin Shepard, of Winona, Minn., has arranged them for sale

to teachers and school officers at prices just covering the expense. Reports of the Department of Superintendence, Committee of Twelve on Rural Schools, and Committee on College Entrance Requirements, may be obtained by mail at 25 cents per copy; ten or more copies by express prepaid, 20 cents per copy; fifty or more copies by freight, at purchaser's expense, 15 cents per copy. Reports of Committee on Normal Schools, and Committee on Relations of Public Libraries to Public Schools, 15 cents per copy; ten or more by express, prepaid, 12½ cents per copy; one hundred or more by freight, at purchaser's expense, 10 cents per copy. These reports are printed uniformly, with pages in the annual volume of the N. E. A. proceedings.

The Dreyfus Affair.

In view of the excitement prevailing over the Dreyfus court martial, superintendents and principals may find it necessary to caution their teachers to use care in speaking about the case to their pupils. The Boston school committee has already taken the unwise step of ordering by a unanimous vote that the work in preparation for the school exhibit at the Paris exposition be suspended so far as possible.

Here are a few points worth considering: The court martial at Rennes no more represented France than the whitewashing committees of our legislatures represent the American nation, and if corrupt practices in municipal police departments were to be investigated by the chief corruptionists among them justice would not have much of a chance.

The French army officers form an organization similar to boarding school combines or college fraternities. All who have passed thru institutional life will recall instances where an unpopular student was made the scapegoat when the powers suddenly discovered some conspiracy. There is no doubt that Dreyfus was unpopular, aside from all existing Anti-Semitic sentiments.

The revision of the case has brought to light facts which point to corruption in the higher army circles of France. Reminiscences of the glory of military life under the monarchy have spread Orléanism and imperialism among the officers. The safety of the republic is not the highest consideration in the minds of the general staff.

There is no doubt that the conviction of Dreyfus by the court martial at Rennes was an act of brutal injustice. But France is to be pitied rather than condemned *as a nation*. Let the educational world at least refrain from wild denunciations.

The Filipinos' Right.

The idea seems to have gone abroad that the Filipino is little better than a savage. This is a mistake. The number of highly educated people on the island is considerable. The jingoes, whose opinion the yellow press finds it profitable to voice, are principally responsible for the anti-American feeling existing in the Philippines; the natives of those islands feel that they prefer to be under the protectorate of a people that can sympathize with them, and recognize their ideals and efforts for the development of a civilization. We cannot blame them for objecting to being treated like "niggers," in the language of the illiterate white on the ranch.

Ramon Reyes Lala, who has recently been consulted by President McKinley as to the situation in the Philippines, says of his native city: "Manila is more than four centuries old. We have our historians, artists, sculptors, novelists, poets and essayists. There are thousands upon thousands of educated Filipinos who have traveled as much and perhaps as widely as Americans or Britons of the same means. We have made all the advancement possible under Spanish rule, and the future is bright with promise.

Mr. Lala, says the *Saturday Evening Post*, has led a most eventful life since he left his birthplace in Manila more than twenty years ago and started out to acquire an education. His sources of instruction would open the eyes of most of the undergraduates of American colleges. First he went to Hong Kong to school. Then he took a course at Singapore, in the Straits Settlements. He spent twelve years in London in St. John's College, and then three years in the Neufchâtel university, Switzerland. Mr. Lala is a fluent English scholar, and speaks half the languages of the European continent and the far East.

Attendance at the N. E. A. Convention.

The following is the official preliminary statement of the number of active and associate members enrolled at the meeting of the National Educational Association in Los Angeles, Cal., July 11-14, 1899.

These numbers will be increased by about 1700 active members not present at the Los Angeles meeting, and by reports from a number of canvassers still taking memberships in California.

DIVISION	Former Active	New Active	Total Active	Associate	Total
North Atlantic Division	67	22	89	1,260	1,349
South Atlantic Division	18	12	30	199	229
South Central Division	30	9	39	705	744
North Central Division	145	46	191	3,997	4,188
Western Division	58	120	178	4,806	4,984
Miscellaneous	3	3	3	47	50
Total	318	212	530	11,014	11,544
STATE	Former Active	New Active	Total Active	Associate	Total
NORTH ATLANTIC DIVISION					
Maine	1	—	1	7	8
New Hampshire	—	—	—	12	12
Vermont	—	—	—	6	6
Massachusetts	11	2	13	180	193
Rhode Island	3	—	3	33	36
Connecticut	2	1	3	27	30
New York	29	10	39	493	532
New Jersey	5	2	7	77	84
Pennsylvania	16	7	23	425	448
SOUTH ATLANTIC DIVISION					
Delaware	—	—	—	6	6
Maryland	1	1	2	22	24
District of Columbia	9	2	11	48	59
Virginia	—	—	—	12	12
West Virginia	3	2	5	15	20
North Carolina	—	1	1	12	13
South Carolina	—	5	5	10	15
Georgia	3	1	4	61	65
Florida	2	—	2	13	15
SOUTH CENTRAL DIVISION					
Kentucky	7	1	8	101	109
Tennessee	3	2	5	97	102
Alabama	4	1	5	52	57
Mississippi	3	—	3	54	57
Louisiana	2	1	3	74	77
Texas	1	1	2	207	209
Arkansas	10	2	12	70	82
Oklahoma	—	1	1	39	40
Indian Territory	—	—	—	11	11
NORTH CENTRAL DIVISION					
Ohio	20	8	28	397	125
Indiana	5	4	9	274	283
Illinois	42	12	54	939	993
Michigan	4	1	5	126	131
Wisconsin	19	1	20	161	181
Iowa	11	2	13	526	539
Minnesota	9	3	12	184	196
Missouri	17	6	23	605	628
North Dakota	2	—	2	25	27
South Dakota	—	2	2	72	74
Nebraska	9	3	12	293	305
Kansas	7	4	11	395	406
WESTERN DIVISION					
Montana	4	3	7	54	16
Wyoming	—	2	2	8	10
Colorado	12	6	18	406	424
New Mexico	3	7	10	74	84
Arizona	1	11	12	139	151
Utah	1	2	3	95	98
Nevada	1	1	2	46	48
Idaho	2	2	4	27	31
Washington	4	4	8	39	47
Oregon	3	1	4	69	73
California	27	81	108	3849	3957
MISCELLANEOUS					
Canada	—	—	—	33	33
Hawaii	—	3	3	5	8
Africa	—	—	—	1	1
Unknown	—	—	—	8	8

IRWIN SHEPARD, Secretary N. E. A.

Winona, Minn., August 23, 1899.

The Busy World.

Capt. Dreyfus Convicted.

After barring out most of the evidence that would have gone to show the innocence of Capt. Dreyfus, the court martial at Rennes found him guilty. This verdict was given in the face of the positive statement of a member of the German embassy in Paris, at the time of the arrest of the prisoner, that they had no relations of any kind with Dreyfus. A verdict of guilty appeared inevitable from the first; it seemed hardly probable that a court composed of army officers would find any other verdict.

Outside of France the opinion that Dreyfus is innocent is so universal that the verdict is received with mingled feelings of disgust and contempt. In England, the suggestion has even been made to boycott the Paris exposition of next year.

Dreyfus' new sentence is ten years' imprisonment in a French fortress. It is said that the five years he has already served will be deducted, leaving him only five years to serve. There is a chance, however, that the verdict may be reversed on appeal by the higher military court sitting in Paris. If this confirms the verdict rendered at Rennes, the case can be carried before the supreme tribunal, the Court of Cassation, which ordered the second trial. For this latter, however, the consent of the minister of justice is necessary, so that the whole matter may again become a cabinet question.

Peace Talk but War Preparations.

The war cloud in South Africa has seemed to lighten somewhat during the past week on account of the efforts on both sides at conciliation. Lord Salisbury and Queen Victoria are both opposed to war if it can possibly be avoided, while the Boers have offered to enlarge the franchise of the Uitlanders.

Still the war preparations continue. The British war office has plans well matured for sending 10,000 men to Natal. The plan is to flood South Africa with British troops in such numbers, that organized resistance by the Boers will be impossible. As to the position of the natives, it is said that the Swazis are expected to give Great Britain considerable aid, and that with the exception of the Pondo the whole body of blacks between Cape Agulhas and the Zambesi, will rise against the Transvaal.

The Dewey Reception.

Great progress is making in New York in the preparations for the reception of Admiral Dewey. At Broadway and Twenty-fourth street the towering white columns of the colonade of the arch are rising one by one, and the arch itself is rapidly taking form.

Seven miles of yacht and pleasure craft will follow in the wake of Dewey's squadron, when it sails up the Hudson river, September 29. A magnificent float of "Victory" will form a part of the water pageant. There will also be a land parade in which 30,000 men are expected to take part.

Admiral Dewey left Gibraltar September 10, on his flagship Olympia, for New York, and expects to arrive in that city September 28. He is in excellent health.

American Prosperity.

The London *Statist* prophesies an increase of the present prosperity of the United States, and explains that "there will be very large exports of wheat to meet the demands of Western Europe. American farmers are disposing of their crops rapidly and at tolerably good prices, and they will be able to purchase from the East and Europe as fully as they have been doing this year. The United States has made great progress of late years in manufacturing and trading, but it is still an essentially

agricultural country, and its prosperity depends mainly on the harvests. Therefore, fair wheat and good harvests of other productions mean the continuance of the well-being of the farmers, who are the backbone and life blood of the country."

Peary's Arctic Trip.

General satisfaction is expressed at St. John's, N. F., with the report that a Newfoundland skipper and crew carried Lieut. Peary, the American explorer, further north than the highest point reached by Capt. Sverdrup's Fram, and that the winter was passed without a single case of illness among the company on the steamer *Windward*. Explorer Peary, however, had the misfortune to freeze his feet and seven of his toes had to be amputated.

Thru the Garden of Eden by Rail.

An English syndicate has secured a concession from the sultan of Turkey, to build a railroad thru the Euphrates valley to the Persian gulf. This road will pass thru the Garden of Eden, as it is located in the Bible, and will open a great country to trade and European influence. The concession is due to the cordial relations between the emperor of Germany, and the sultan, and the movement by which England now undertakes this work, is but one result of the *entente cordiale* lately sealed between the emperor and his grandmother, Queen Victoria. It means much for both Great Britain and Germany. To Great Britain it means a new and shorter route to India, a saving of at least five days over the Suez canal route; to Germany it means a new field for colonization and a good feeder for her road already in operation.

The Wolf at the Door.

The wolf is far from being extinct in this continent. Reports from Canada state that the increase in the number of great gray wolves has been such as to spread alarm among the settlers and lumbermen of the upper Ottawa district. One reason for their increase is the abolition of the bounty formerly paid by the Canadian government. In the Yukon country they have become dangerous and the armed police are busy exterminating them with poison. Many people believe that the protection extended to the red deer has tended to make the wolves more numerous. The deer have become a great nuisance to farmers in many parts of the Dominion, and where the deer are there the wolves are also to be found.

A Former Ambassador Dead.

The death of James B. Eustis, former ambassador to France, occurred at Newport, R. I., September 9. For forty-five years he was best known to the people of this country as a lawyer and politician, an intense partisan, and a Democrat of the strongest sort. During the Civil war he served on the Confederate side, on the staffs of Gens. Magruder, and "Joe" Johnston. At the close of the war he resumed his law practice, and was elected to the legislature and the United States senate. He was also for a time professor of civil law in the University of Louisiana. President Cleveland, becoming convinced of Mr. Eustis' ability and knowledge of diplomacy, appointed him minister to France, in which post he gave great satisfaction.

Higher Prices for Beef.

Iron is not the only article that has risen in price within the past few weeks. The great advance in meat is felt by the poor especially, and the sales have fallen off at least thirty per cent. Many reckless statements have been made as to the cause of this rise in price. It is a fact, however, that the price of live cattle has advanced in the West, and the great butchering companies have taken advantage of this to increase the price to the retail butchers. The retail butchers of New York and vicinity have attempted to combine to fight the big companies, but considering the increased demand for meat

for exportation, the growth of population, and the probable shortage in the supply of cattle it seems doubtful if they can succeed, for the present, in lowering the price of beef.

Opposition to Jews.—Among the prominent questions is the existence of opposition to the Jews. This is the root of the persecution of Dreyfus. Various opinions are given to explain the increased prejudice that marks the years 1898-99. It seems to be agreed that it is not based on religion, for there is an increase of good feeling among all sects, but founded on the race distinction that is persisted in. The *Sun* says: "Any people who insist on keeping themselves distinct, peculiar, so that they preserve easily distinguishable physical and moral race characteristics are sure to create prejudice against them."

Intemperance in France.—A celebrated physician, Dr. Laborde, declares the French to be the most intemperate of all civilized nations. Sixteen quarts of alcohol is consumed by each of the thirty-eight millions in that country. Belgium comes next, then Germany, then England, Switzerland, Italy, Holland, United States, etc., Canada being the last. In Paris the drinking of absinthe is increasing rapidly. A temperance movement has begun which is gaining strength. There will be a temperance building at the exposition. The Socialists favor temperance. The king of Italy, the queen of Holland, and other potentates are abstainers; there is a temperance association of 12,000, mainly civil officials.

The Patagonian Expedition.—In 1896, Princeton university sent out a party directed by Prof. John B. Hatcher, to Patagonia to collect fossils and animals. It has been very successful; the geological specimens are fine, the mesozoic age being well represented; nothing of the kind had been found before in South America. The natives were friendly; the men were large, six feet in height. Patagonia has not been much investigated hitherto.

A Benefactor.—John H. Keyser, who lately died, at the age of eighty-one was a stove manufacturer in New York. In 1868, he built the Stranger's Rest, at 510 Pearl street, and sheltered, cleansed, and fed 9,000 friendless men and women at his own expense for five years. He built the Stranger's hospital and carried it on for three years at his own expense. These represent but a part of his active exertions for the poor.

Production of Oil.—Five billion gallons of oil are produced annually in the world, as follows:

United States,	2,500	million.
Russia,	2,250	"
Austria,	87	"
Sumatra,	72	"
Java,	30	"
Canada,	29	"
Roumania,	24	"
India,	15	"
Japan,	8	"
Germany,	7	"
Peru,	3	"
Italy,	1	"

The buyers of our oils are as follows:

Great Britain,	212	million.
Germany,	155	"
Japan,	53	"
China,	44	"
Brazil,	20	"
Australasia,	20	"
France,	12	"
Other countries,	260	"
In all,	900	"

The pressure of material planned for the present number necessitates the delay of the continuation of "Leaves from the Editor's Notebook at the N. E. A."

Letters.

Helen Keller's Ability to Read.

I am exceedingly sorry to see in THE SCHOOL JOURNAL of September 2, page 202, that gross error about Helen Keller, and reading Braille, originated by the Boston Transcript. Helen knows *all* Brailles thoroly, she knew American Braille thoroly before she ever knew there was an English variety, and she used many books in her studies that were in the American Braille. There is less difference between the two Brailles than between Roman letters and old English, the English requiring more practice to learn owing to the greater number of contractions.

This blunder is likely to subject Helen to ridicule from those at all acquainted with the blind, as all such will scout the idea that any good reader of print for the blind will be inconvenienced by the use of any system that reader knows, and all mistakes of this character tend to foster the unfortunate delusion that education of the blind, or the deaf-blind, is a work of exceptional difficulty.

I think I may claim to know about what I write, as I furnished Helen all the English Braille books she has ever read.

W. WADE.

Oakmont, Pa.

The Principal Things.

The various views as to the essentials in a school, as they appeared in THE SCHOOL JOURNAL of Sept. 2, have a great interest, because they give an insight into the minds of men of much note in the educational world. Mr. Bragdon, of Lasell seminary, very properly says that the essentials are the same for both public and private schools. He puts first a right conception of the great value that may accrue to the youth by being educated. Next, he adds, is personal interest.

C. W. Fowler, of the Kentucky Military institute, is evidently a business man of the first rank; he thinks there is money in the private school if properly managed.

F. S. Curtis is like Mr. Bragdon; he believes that teaching is as much a "calling" as the Christian ministry. This is a just ideal to set up; a man with such a conception will do good work. This is the high view taken by Lucia Olcott Streeter, principal of Wolfe Hall, Denver.

It has been a question in my mind whether the teachers in the public and private schools work for the same ends. Having taught in both, I am inclined to think they occupy distinct platforms. President Knappenberger says the teacher must have natural and acquired qualifications, devotion to the work, and a good character. By the last, I suppose, he means ever concerning himself about the ethical. I lately asked a principal of a public school in Brooklyn what he deemed the essentials and he replied: "Ability to manage and keep order, interest in seeing children and youth acquire knowledge, and general wide-awareness. So it seems that they do stand on different platforms.

ELWELL ROGERS.

New York.

Hazing at West Point.

The accounts given in the *Sun* of tortures inflicted on the first year students demand the attention of Congress. The names of some of the abuses practiced at West Point are "eagling," "sweat baths," "hanging on a stretcher," "plebe rest," "box holding," "qualifying," "chinning," etc. The "plebe" is ordered by the upper classman to "report" at some place, infraction of rules being charged; there he is told to "eagle" that is, bend his knees as much as possible, hold his arms out at right angles and move his hands. A few of these exercises might not hurt, but they run up into the hundreds and the tired muscles give out and he falls, occasioning great delight to the older students. To faint is not uncommon.

On hot days the "plebe" may be ordered to put on his thickest clothing; then comfortables and army blankets are pinned about him. In this mass of covering he is

kept for a half hour; often great exhaustion is produced.

The term "qualifying" is given to another species of abuse, this time at the table. He is told to eat of certain dishes and nothing else; for example, of bread soaked in molasses; eight slices form the usual dose.

But why does he obey these contemptible orders? To avoid trouble; if he refuses he is challenged to fight; his opponent is one who has been trained for the purpose of punishing the plebes; he has no chance of success. Then it must be borne in mind there is a despicable "code of honor" in force. For instance, the students are forbidden to fire guns at night in their tents, yet many guns are fired in the tents of the plebes; they are made by the older students to do this, yet they never tell of this; they are punished for it and believe they are "souls of honor" because they do not reveal the names of their tormentors.

Now, Mr. Editor, does not this condition of things demand the condemnation of all educators? Ought not the National Association protest against it? It is the barbarism of the middle ages in the very center of our civilization.

GEORGE ELWELL BURNHAM.

Newburg.

Dreyfus' Writing.

It may interest the readers of *The School Journal* to know what the Odessa correspondent of the London *Daily News* says: "It is suggested that the explanation of Germany's reluctance to take more active steps to prove Dreyfus innocent lies in the fact that when the late Czar Alexander wanted confidential information as to French military strength, with a view to the alliance, Captain Dreyfus was one of the officers ordered by the French staff to prepare the necessary report. Two such reports were prepared and rejected. One was stolen from the archives by Esterhazy and sold to Germany, which thus possesses documents in the actual handwriting of Dreyfus, but is unwilling to avow her share in a shady transaction."

Reading-Rooms for the Blind.

Conspicuous among the evidences of this century's philanthropic progress is the establishment in the new Library of Congress of a reading-room for the blind. In an editorial in a recent number of *Harper's Bazar* the following description is given for the uses and purposes of the room:

"Books printed especially for blind readers, with raised type and characters, are so expensive as to place them beyond the reach of slender purses. In the Washington library nearly every edition of the works of standard authors printed in raised characters has a duplicate, which is demanded by copyright, and the list is sufficiently large to provide the best reading for the unfortunate persons, who are by this means endowed with a wealth of learning and entertainment in prose, poetry, and musical compositions."

Since the opening of the reading-room in the Washington library, the plan has been adopted in various other cities throughout the country.

Calendars for the Primary School.

II. October.

The central thought for the month of October is preparation for winter and the signs of autumn as shown in the death of the flowers and the falling of the leaves. Especial attention should be given to the study of leaves and the children should be encouraged to bring them to the school-room.

The very smallest leaves are to be pressed and put on the calendar each school day. The large leaves at the corners of the calendar are also to be pressed and pasted on.

A red, white, and blue circle is to be pasted on for October 19, in honor of Lafayette day. It can be made by pasting parts of white and blue circles over a red circle.

The circles pasted on for Saturday and Sunday are red and the ribbon by which the calendar is hung is of the same color.

Of course the calendars as given each month will serve as mere suggestions to the teachers, as the little things pasted on each day depend upon the morning talks and central thoughts under consideration.

The real beauty of the October calendar lies in the little leaves as Mother Nature has painted them. See illustration on p. 266.

Michigan.

EDITH E. ADAMS.

The Educational Outlook.

Educational Work of Women's Clubs.

The General Federation of Women's Clubs, thru its educational committee, gives the following summary of the work done for education in this country by the various clubs:

First. Visited schools systematically and sympathetically; studied school laws and conditions, and aided in preventing truancy.

Second. Co-operated with local, state and national educational associations.

Third. United the home and school by means of mothers' clubs, child study circles, educational lectures and by social intercourse.

Fourth. Maintained vacation schools and secured opportunities for field study.

Fifth. Served as members of school boards and of school committees, and as county and state superintendents of schools.

Sixth. Maintained free kindergartens and secured their adoption into the public school system.

Seventh. Secured the introduction of manual training and instruction in domestic science into the schools; have paid for special instruction on Saturdays; opened their own homes to sewing and cooking classes and equipped model kitchens.

Eighth. Provided for reading-rooms, play-rooms, and public playgrounds.

Ninth. Improved the sanitary conditions of school-houses and grounds.

Tenth. Cultivated the aesthetic sense by the artistic decoration of school-rooms, by gifts of pictures and casts, by instruction in outdoor art and by prizes for flower culture.

College Graduates Preferred.

ST. LOUIS, Mo.—Owing to the fact that men have been appointed to fill all recent vacancies in high school positions in this city, the report has been circulated that women are to be eliminated from the corps of teachers. Supt. Soldan has stated that this is a mistake. He says that no discrimination whatever will be made in the selection of instructors. It has been the wish of the board to raise the standard of instruction, employing preferably, college graduates, both men and women. His feeling in the matter is shown by the following:

"The secret of the success in education," he says, "is to make the school progressive; that is to say to make reasonable changes to keep step with the improvements going on in education elsewhere. One of the demands of modern times is that the high school teachers shall be college graduates; while our high school needs constant improvement, it will stand comparison with any high school I know of. Its certificate admits pupils to the leading colleges."

The efficiency of the St. Louis high school is attributed to the fact that a larger proportion each year of the instructors are college graduates. Supt. Soldan says further, "In the work of education both men and women have their sphere. I should consider it a misfortune to have a high school attended by both sexes, taught exclusively by men. It would be an equally great misfortune to have such a school exclusively taught by women. The co-operation of both sexes in fairly equal numbers produces the highest results."

New Principal of Newark High School.

NEWARK, N. J.—Wayland E. Stearns has been elected to succeed Dr. Hovey as principal of the Newark high school. He has been associated with the New York State Department of Public Instruction as an institute instructor since 1897 and is about thirty-eight years old. He was born in Essex county, N. Y., began teaching in the district schools at an early age, was graduated from the normal school at Potsdam, N. Y., and attended Rochester university for four years, graduating in 1885. Later he became principal of a school in northern New York, and then of a grammar school at Saratoga. In 1890 he was elected principal of the Union school at Mohawk, N. Y., and in 1894 principal of the Rome, N. Y., high school. His success in his capacity as institute instructor made his name widely known. The Newark high school is a large institution with about fifty teachers, and an enrollment of more than 1400 pupils.

Catholic School Report.

PHILADELPHIA, PA.—The first report of the Rev. Philip R. McDevitt, superintendent of parochial schools, has recently been submitted. The figures show that there are now 111 schools in the diocese, established in ninety-four parishes. The number of pupils in Philadelphia was 32,336 at the close of the present school year.

Rev. Nevin F. Fisher, rector of the Catholic high school, in his report of that institution says: 'The capacity of the school at present allows about 400 pupils. About one-half of the pupils remain for two years. During this period they are confined to the practical branches mentioned in the schedule of studies. At the end of the two years' period a diligent boy has mastered English grammar, rhetoric, arithmetic, algebra, and English and United States history, civil government.'

Progress on the Wabash.

WABASH, IND.—This city with a population of ten thousand has as large a corps of teachers, and perhaps larger than any

other city school of its size in Indiana. The number of pupils in attendance for the year 1898-99 was 1,926 and the number of teachers employed forty five. An increased interest is being taken from year to year, teachers spending their summers in special drill on some subject selected by them. The Chicago university reading course of instruction is being taken by a number of the teachers. Supt. M. W. Harrison has had charge of the city schools for some fourteen years and Mrs. Adelaide S. Baylor has been principal of the high school for nearly ten years. Miss Baylor is now spending her summer in educational work at Oxford, England, and Glasgow, Scotland. The progressive spirit of the superintendent and teachers have done much to bring the schools up to a high standard.

A Successful Search for Bones.

EVANSTON, ILL.—A party of five students from Northwestern university, under the leadership of Prof. A. R. Cook, have been exploring the fossil fields of Wyoming this summer. The party has returned, bringing a most valuable collection of fossil remains, among other curiosities, a portion of the skeleton of the famous dinosaur. The size of the bones indicate that the animal when alive must have been at least seventy-five feet in length. It was the main object of the expedition to secure a specimen of this animal, altho many other interesting things were obtained. The party secured also some wonderful invertebrates, including a large fossil clam three feet in diameter.

Supt. Holst Nominated.

DES MOINES, IA.—At the Democratic convention held here Aug. 16, Prof. B. P. Holst was nominated by the party for the position of state superintendent of public instruction. The nomination was unanimous, and aroused much enthusiasm. Prof. Holst has been superintendent of Boone county for the past ten years. Conscientious work has made him a most popular administrator. The people of the county feel highly honored at the selection, but they also regret the possibility of losing their superintendent.

Mr. Lerch, Here is Your License.

A man who described himself as Adalbert Lerch, of 54 East Eleventh street, was caught trying to steal a coat in a store last week. When searched a teacher's certificate issued to Adalbert Lerch, by the Chicago school board in September, 1895, was found in his pocket. The police believe that he stole the certificate. He was held in \$500 bail for trial.

Superintendents and Principals at Chautauqua.

CHAUTAUQUA, N. Y.—At the closing session of the National Council of Superintendents and Principals held during the summer in connection with the Chautauqua assembly, the newly elected president, Prin. T. B. Lovell, of Niagara Falls, N. Y., made several suggestions for the work of the year 1900. These read as follows:

1. The session to begin in the middle of July.
2. An address to be given by some eminent citizen, to which all Chautauqua should be invited.
3. One paper on some educational topic to be given once a week, by some member of the conference. Such paper not to be more than ten minutes in length. This paper to take the place of the question box for that day. The men chosen for this work were: Supt. Nearsle, of North Tonawanda, N. Y.; Prin. Armstrong, of Pittsburgh; Supt. Peak, Princeton, Ind.; Prin. McLean New Haven, Conn.
4. The plan of conference and free discussions practiced this year not to be interfered with.
5. A fifteen minute address at the opening session to be delivered by the president.
6. Two social meetings or receptions of the council, one to be held at close of first week and the second at the close of the third week.
7. A syllabus on one or more of the most interesting questions discussed, to be prepared by members of council.

The officers for the coming year are, besides Pres. Lovell: first vice-pres., Supt. E. E. Miller, Bradford, Pa.; second vice-pres., Prin. D. C. Meek, Mansfield, Ohio; third vice-pres., I. M. Travell, Plainfield, N. J.; secretary-treas., Prin. E. J. Cobb, Buffalo, N. Y.; exec. com., Prin. W. H. Scott, Syracuse, N. Y.; Prin. W. W. Fell, Pittsburgh, Pa.; Prin. J. A. Wilmot, Cleveland, O.; Supt. M. F. Ramsey, Madison, Ga.; Supt. C. N. Peak, Princeton, Ind.

Clark University Summer School.

The summer school in connection with Clark university July 13-26, has probably attracted more attention than any other held this year. It was well attended, students coming from all sections of the country to profit by the instruction given. And a wealth of good things was provided. Among the regular instructors were Dr. Hodge, who gave a series of lessons on biology; Dr. Burnham, whose lectures on school hygiene were as practical as any part of the course; Dr. Chamberlain, who lectured on history and sociology; Dr. Sanford, on psychology and kindred subjects, and Dr. Hall, on various topics, apparently as the spirit moved. It is useless to attempt to cull from the lectures at this time but certain it is that the influence of the school, carried as it will be to so many school-

rooms, will be a means of aiding hundreds of pupils as well as the students who were so fortunate as to be in attendance at the summer school during the coming year and many to follow.

Marthas Vineyard Summer School.

Two things would seem to be surprising. The one, that with our long vacation, summer schools should have been so slow coming into use; the other, that they have so rapidly multiplied in late years. The first summer school for teachers in America was begun at Marthas Vineyard in 1878, only twenty-one years ago; while to-day according to advices from the bureau of education at Washington, there have been 350 such schools the present year in the United States. Ten of these are in the state of Massachusetts. It is quite evident that summer schools for teachers and students are needed, are useful, and have come to stay. We may have too many of them, and in that case it will be simply the survival of the fittest.

These schools have been classified as being schools of pedagogy, or academical studies, and of art. "The Marthas Vineyard Summer Institute" has, for twenty-two years, been constantly increasing and improving its courses. It combines the three lines of work above mentioned. It gives pedagogical instruction for the common school teacher, showing practically the best methods of teaching the common school branches, and including lectures from the highest authorities in psychology, pedagogy, child study, and general management. This is called its course of methods. And for a single tuition, fifteen dollars, it furnishes about 150 lectures and lessons from the highest class of instructors to be found in this country. Its courses in art include drawing for the public schools, art drawing, sketching and painting, music and photography. In the sciences and the mathematics it has courses in chemistry, nature study, botany, microscopy, mineralogy, algebra, geometry and the higher mathematics. Under history, literature, and languages, it has courses in history and civil government, elocution and oratory, English literature, Latin, Greek, and Sanscrit, French German, and Spanish. It also gives instruction in manual training, physical training, and shorthand.

During the past season more than four hundred teachers from twenty-eight states and countries, were in attendance. These teachers were of a high order of talent and ability. They came for solid work, and also for recreation. The work they did with great success, and surely they did not fall behind in the matter of recreation.

Cottage City, where the institute is held, is one of the most famous watering places on the Atlantic coast. A large proportion of the teachers brought with them their wheels and many a day more than a hundred bicycles could be counted in the racks surrounding Agassiz hall.

Among the instructors, who number nearly forty, were some of the strongest educational lecturers to be found anywhere. Prof. Edward Howard Griggs, lately professor of ethics and education in the Leland Stanford Junior University, gave twenty lectures to the entire institute on psychology, pedagogy, and child study. To say that these lectures were highly popular would be a mild comment. It is safe to say that no lecturer hitherto has stamped himself upon the entire audience of the Marthas Vineyard teachers as Prof. Griggs did. He is already engaged for next year's session. The Emerson College of Oratory had a large class, and was, as usual, very successful. Supervisor Daniels, of Buffalo, and Miss Hitchcock were exceedingly popular, and received the thanks and praises of a large class. Professor Wm. G. Ward, in English literature, made a reputation of a high order with his classes. He is a model lecturer, thoroughly familiar with his subject, and his work was highly praised by all. The course in vocal music, in charge of Supervisor McLaughlin, assisted by Miss Alger and Mr. Newton, was also successful. The Swedish system of manual training (sloyd), under the direction of Mr. Walter J. Kenyon, of the Lowell normal school, was taught to a very appreciative class. But time would fail to mention the instructors and the various classes in the sciences, the languages, history, and other subjects. Most of the instructors were re-engaged for next year, and to their numbers will be added others of the highest rank.

Too much cannot be said in praise of Cottage City as a place for a summer outing. Every one recognizes that for school teachers confined within the walls of the school-room throughout the year, recreation during the summer vacation is quite as important as a professional uplift. This fact was never better illustrated than by this school in its session lately closed.

Chicago Vacation Schools.

The accommodations for summer school work in Chicago this summer were quite inadequate. The buildings opened are situated in the most crowded part of the city. There were five schools, and as large a corps of teachers as the funds permitted, the work beginning early in July.

Once a week every school was taken to one of the parks or to the country, in charge of the instructors, the succeeding weeks' work being based upon the observations of the children during this outing. Manual training, sewing, singing, and gymnastics were introduced, making the time pass all too quickly to suit the children.

In and Around New York City.

The New York Play Schools.

During the past summer, the board for the boroughs of Manhattan and the Bronx have furnished entertainment of a wholesome and instructive character for more than 100,000 children. The children voluntarily applied for admission in far greater numbers than could be accommodated.

The vacation school was first tried in New York in 1894, and was not originated, nor assisted in any way by the board of education. The Association for Improving the Condition of the Poor had the matter in charge and supported the schools until 1898, when the board of education incorporated them in the city school system. In this first attempt in New York, three buildings were provided to accommodate 1,000 children. The term lasted thirty days, and there was an average daily attendance of 933. The cost was 11 $\frac{1}{2}$ cents a day for each child.

In 1895 the number of schools was increased to six, and the cost was reduced to 5 $\frac{1}{2}$ cents a day. In 1896 the schools were more successful still, having total attendance of 101,000, which were increased to 170,070 in 1897 when ten buildings were opened. After this season's work the board of education assumed the expense and entire control of the work for New York.

With this change the schools, tho strictly maintained as before and not increased in number, became only a part of a far-reaching scheme. Many schools were opened for play, games, etc., recreation piers secured for like purpose, and kindergarten tents pitched in different parts of the city. The purely school function of these vacation institutions is becoming more and more hidden under cover of useful but decidedly interesting occupations, until now they are in reality "play schools." This summer there were sixty-seven playgrounds, thirty-one school playgrounds, five kindergarten tents, three park playgrounds, six recreation piers, several roof gardens, and nine swimming baths. Manual training was almost the only instruction given.

A New High School.

The board of estimate, at their last meeting authorized the issue of bonds for a new high school, to be situated on Tenth ave. This building is to cost \$245,000. Also, an issue of \$27,541 was granted for a school site in Academy street, between Vermilye street and Kingsbridge road.

Opening of the Schools.

At the opening of the Manhattan-Bronx schools, September 12, Supt Jasper estimated the enrollment at about 207,000, the number being smaller than usual, owing to the inclement weather. It is thought that half-day sessions will be necessary for two or three thousand children on the east side, where over 11,000 were so accommodated last year. Those going only half of the day will be the young children six or seven years of age, who probably should not go more than half a day anyway.

The New Schools.

Brooklyn schools opened September 11 with 133 buildings. There are two new buildings with six more in progress of construction to be ready for occupancy in the spring. The eastern district high school is not quite completed, but will be ready for occupancy in a few weeks. Plans and specifications are ready for nine more new buildings, and six additions, sites for which are owned by the city.

The borough of Queens has until this year been sadly in need of school accommodations at Long Island City and Newton. Now, however, funds are available, and four buildings are under way. All these are to be built of brick, stone, and terra cotta, and in accordance with fireproof construction, heating and ventilating, and sanitary arrangements. These buildings are to be erected in the parts of the borough that have been so long neglected. The borough has also ten new buildings, almost ready for use, which were contracted for two years ago. There are seventy-seven school buildings in Queens and several leased buildings, giving a total seating capacity for 20,000 children.

In general, the various boards are doing what they can to accommodate the constantly increasing school population. In Manhattan, the necessary buildings are being rushed as fast as possible. The rise in the price of steel will affect many plans now under consideration, and the cost of new buildings will be increased 30 per cent. However the board are in hopes by spring to be about even with the demand for room, and after that there will be no difficulty.

The Borough of Queens.

The public schools in the borough of Queens have opened with increased salaries for the teachers, but no added facilities. The salaries of both the superintendent and his associates have been raised \$1,000 with two new associates appointed at \$5,000 each.

The course of the free lecture course has been increased \$9,200 and the addition for truancy officers is \$11,000. The special fund at the disposal of the school commissioners is \$748,621.66 and of this sum \$233,000 will be devoted to pianos, telephones, furniture, and general repairs. The schools at Arverne, pay an annual rental of \$14,788, and \$364,844 are

needed for purchase of new schools sites. The new buildings now under way are far from completion, and the half day system will prevail for some time to come.

Instruction for Deaf Mutes and Blind.

It has been suggested to the Brooklyn board of education by one of the members, Richard Young, that instruction for blind children be introduced into the public schools. A similar suggestion has also been received regarding classes for deaf mutes. A special committee has been appointed to investigate both propositions.

The Back Pay for Brooklyn Teachers.

Altho the question of back pay for the teachers of Brooklyn has been decided twice in their favor, it seems that the matter is not settled yet. The money amounts to \$265,000. Central school officials have at various times stated that no back pay was due the teachers, but Brooklyn fought the question in the courts and won, and the money was ordered paid.

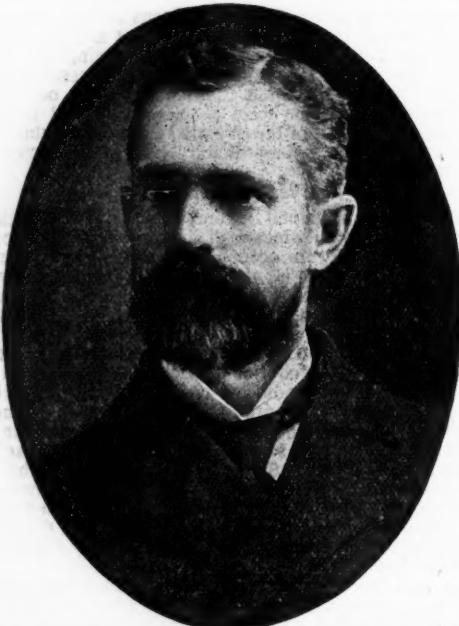
The corporation counsel holds that the action brought against the central board does not affect the board of estimate, and there is no liability in law on the part of the financial department to pay the amount. I. L. Bamberger, counsel for the Teachers' Association of Brooklyn, will push the case again this fall, including the corporation counsel, and any other official with any responsibility in the matter.



Mr. John Dearness.

Educators and teachers both in this country and in Canada are familiar with the writings and work of Mr. John Dearness, who has recently been appointed vice-principal of the new Provincial normal school, London, Ont.

Mr. Dearness was born of Scotch parentage in Hamilton, Ont., forty-seven years ago. His boyhood was spent in farming but he pursued his studies with so much success that at the age of eighteen he began his work as teacher, first in a rural school, subsequently as principal of the Lucan and Strathroy public schools, and still later on the staff of the Strathroy high school. In the fall of 1874 he was appointed public school inspector for East Middlesex. In this position he has rendered lasting service to the cause of public school education, and his administration has been uniformly marked by good judgment, enthusiasm, and industry. His addresses before teachers'



associations and his work as editor of the *Ontario Teacher*, have added to his reputation.

Mr. Dearness was one of the editors of the Royal Canadian Readers and for several years a member of the committee on examination of teachers. He is an honorary member of Montreal Historical Society, has been president of the Provincial Educational Association, and lecturer on botany and zoölogy in the medical department of the Western university. He was twice president of the Ontario Entomological Society. His collection of fungi, which is probably the largest in Canada, contains several hundred species new to science. He will be remembered by readers of THE SCHOOL JOURNAL as the officer in charge of the Ontario educational exhibit at the Columbian exposition.

The minister of education was fortunate, in selecting teachers for the new normal school, in securing the services of Mr. Dearness. He will be an inspiration to those who come under his influence as pupils.

Interesting Notes from Everywhere.

PROVIDENCE, R. I.—A contribution of 250,000 dollars has been made by John D. Rockefeller, to the two-million-dollar endowment fund being raised by Brown university. The inauguration of the new president, Dr. Faunce, will occur on Oct. 17. The preparations are quite elaborate. President Eliot of Harvard, and President Harper, of Chicago, will be present.

NEW YORK CITY.—Eight new school buildings were opened in the boroughs of Manhattan and the Bronx on Monday, Sept. 11. No. 40, at First ave. and 17th st., No. 157, at St. Nicholas ave. and 127th st., No. 159, at Second ave. and 119th st., No. 164, at Brook ave. and 141st st., No. 165, at 109th st. and Amsterdam ave., No. 166, at 89th st. and Columbus ave., No. 167, at Mott ave. and 144th st., No. 169, at Audubon ave. and 169th st.

Miss Mary A. McGovern was transferred to the principalship of female department of No. 166; Miss Agnes Dunn, to No. 165; Miss Mary A. Archer to No. 164; Miss Felicia A. Griffin to No. 157; Albert Shields to No. 125; John E. Doty to No. 121; Miss Laura Charlton to the primary department of No. 54; Miss Margaret Uihlein to grammar department of No. 50; David E. Gaddis to No. 165; Thomas Moore to No. 166; Miss Mary Shires to No. 169; Miss Lulu Bell to No. 24. Other important changes are to be made soon. Probably two hundred new appointments will be made within the month of September. Among other changes, Supt. Jasper will recommend for retirement about fifty of New York's teachers who have served for more than thirty years.

WORCESTER, MASS.—The public schools of Worcester opened with a registration of more than twenty thousand, which was much increased by the end of the week. The school population is about one-fifth of the total population, and this large proportion necessitated the erection of seven new buildings for the year 1900. Land has been purchased for the erection of a third high school building, which is already begun.

The school committee at their last meeting decided to introduce the study of Latin into the ninth grade. This will necessitate a re arrangement of the primary and grammar grade curriculums.

At the intermediate examination for the bachelor's degree in science at London university, there were more candidates than for examination in arts, this being the first occasion of the kind in the history of the institution. The extraordinary demand for science teachers, the better remuneration, and less exacting requirements in mathematics, seem to have caused this change in the relation of science and the arts.

ASHLAND, VA.—The board of trustees have elected Rev. W. G. Starr, D.D., pastor of Broad street Methodist church, Richmond, Va., to the presidency of Randolph-Macon college, at Ashland. The salary has been increased to \$2,000 per annum. Until this coming November, Dr. Starr will retain his pastorate as well as fulfil his obligations to the college.

When Gen. Wheeler issued his appeal in behalf of the Cuban Educational Association, that free instruction be furnished to Cubans, Allegheny college was the first to respond. Two men have already been accepted by the college. One of these, Francisco Vincente Aguilera, comes from the province of Santiago de Cuba and is the grandson or the famous Cuban patriot of the same name who was so prominent in the Ten Years' war, and during that time was vice-president of the Cuban republic.

A society has been formed in Finland for the propagation of the Russian language. Primary schools are to be established, and frequent lectures and class instruction will be offered.

The University of Strassburg has decided to allow women to attend lectures at that institution. The permission is given to be used at the discretion of the heads of the various departments. The German universities are granting this privilege reluctantly, but one by one they are coming to see the necessity of so doing.

WORCESTER, MASS.—The Worcester Polytechnic Institute opened September 7 with an enrollment far exceeding that of any previous year. The institution has gained much prestige thru the requests of the war and navy departments of the institution's graduates. The preliminary examinations began Monday September 4.

The study of English in the Manila public schools has been made compulsory; one hour each day is devoted to this work. The schools are free and attendance is required for all children between the ages of six and twelve. The schools are closed Thursdays and Sundays, and in addition all the local religious holidays are observed as well as our own national holidays.

BIARRITZ, SPAIN.—The Spanish mission school formerly at San Sebastian, has been removed to Biarritz. The new quarters are in the Villa Notre Dame, a building erected by the archbishop. The forty-eight girls in the house, under the careful training they receive are already doing enthusiastic work among their countrymen and countrywomen.

TUSKEGEE, ALA.—Mrs. B. K. Bruce, of Mississippi, wife of Ex-Senator Bruce, has been chosen woman principal of the Tuskegee normal and industrial institute. Senator Bruce was the only negro who ever served a full term in the United States Senate.

CINCINNATI, OHIO.—Dr. Richard G. Boone has been elected to succeed W. H. Morgan as superintendent of the Cincinnati public schools. The decision which was unanimous, was announced Sept. 5.

Dr. Boone was born near Spiceland, Indiana, Sept. 9, 1849, and after completing his studies at the Spiceland academy, taught for a time in district schools. From 1875 to 1885 he was superintendent of schools at Frankfort, Indiana. In 1886 he accepted the chair of pedagogy at Indiana university, Bloomington, and in 1893 was elected president of the Michigan State Normal college at Ypsilanti, Michigan, where he has remained until the present time.

At its last session the Texas legislature transferred all lands recovered from the railroads to the permanent school fund. This includes 1,290,000 acres. The commissioner has announced that none of the land will be sold, but instead will be leased. These lands lease at from 3 to 5 1/2 cents per acre, and the competition for them is sharp.

CHICAGO, ILL.—At the last meeting of the board of education, it was decided to introduce instruction in Spanish into three of the Chicago high schools. The plan was suggested by Supt. Andrews.

NEWTON, MASS.—Mr. Albert Fifield is the new superintendent of the Newton schools. Mr. Aldrich resigned last June.

WASHINGTON, D. C.—The new College and Commissariat of the Holy Land erected by the Franciscan Fathers near the Catholic university, will be dedicated September 17. The arrangements for the ceremony will be very elaborate.

NEW HAVEN, CONN.—Rev. Harlan Creelman, for the past six years associated with the department of Biblical literature of Yale university, has resigned. He accepts the position of professor of Hebrew and Old Testament literature in the Congregational college of Canada; this institution is connected with McGill university. Dr. Creelman is a Canadian by birth, receiving his academic training in the university of New Brunswick. He was graduated from Yale with the divinity class of '89.

Robert Sanderson for many years a teacher of French in New York city and a former instructor in Harvard, is to take charge of the undergraduate work in French at Yale. He succeeds Prof. Jules Luquien. The graduate instruction will be given by Prof. Henry R. Lang.

SALT LAKE CITY, UTAH.—Principal Clark, in his annual report to superintendent of schools, gives a concise account of the progress and condition of the Salt Lake City high school. At the opening of the term last September there was an enrollment of 640, one hundred more than that of the previous session. The new building has been most satisfactory. The lighting, heating, and ventilation, and general arrangement of the rooms, stairways, and exits, are all that could be desired.

UNIVERSITY OF CALIFORNIA.—This past summer's session of the University summer school has been more successful than ever before. Courses were offered in pedagogy, history, mathematics, physics, and chemistry. In addition to these, the zoological laboratory at Pacific Grove was in operation, and several summer scientific expeditions were undertaken. Dr. Merriam obtained some most valuable fossils from Oregon. The Wyoming party gathered a large collection in various lines, and Prof. Ritter's biological expedition to Alaska has returned with some admirable specimens of marine life, including several new species.

Professor Freyer has returned after a three months' absence in China. He has just finished the translation into Chinese of two valuable works on technical subjects, for the native government. In recognition of this, and former services, the rank of the third degree of the Order of the Dragon was conferred upon him by the Chinese ruler. Prof. Freyer returns, firm in the conviction that China will survive all her difficulties and that the various reforms being introduced into the country at the present time will help materially to elevate the people, strengthen the government, and place China among the nations of the Orient in her proper status.

GREENCASTLE, IND.—De Pauw university has been in very serious financial condition for some time. This has happened before, but never has the university been in such lamentable condition as now. The endowment of the instituton on, derived chiefly from the De Pauw estate, is invested in industrial securities which have recently depreciated. However, this estate is to be definitely settled before long and then the property can be managed for the good of the university.

YORK, PA.—The new high school building was dedicated September 4, the 150th anniversary of this county. It was a

festive occasion, the city being decorated with flags and bunting, and a beautiful court of honor of single columns and arches occupied a conspicuous place. The dedication of the new school and the parade of school children were the events of the day, nearly 6,000 children taking part. Each pupil carried a flag, and was dressed in white. The drills in and about the court of honor were much enjoyed. The dedication of the building followed, and in the evening the city was illuminated in honor of the occasion.

Compulsory education is being tried in St. Petersburg, Russia. Every possible effort will be made to accommodate the increased school population which the plan will involve. There are now 835 schools in the capital, with capacity for 76,000 children, and 521 new schools are to be added immediately. For children at a distance, night asylums are to be provided in order that all excuse for keeping children at home may be removed. The government will also undertake to educate a large number of boys at the cadet school at public expense. Exceptional privileges are to be extended to the children of all government officials who have served honorably for a stated number of years. The expenses for the schooling of the masses are to be reduced as much as possible.

WALTHAM, MASS.—A reception was given Aug. 24, to the mothers of the kindergarten pupils in the vacation school. Mrs. Berthold, the hostess, explained to her guests the workings of a vacation school and its many advantages, and pleaded for its continuance and upbuilding. It was evident that up to that time many of the mothers had not understood the object or plan of a vacation school. An interesting miscellaneous program was rendered, followed by a dainty spread prepared by the committee in charge. Mrs. Daniels, as president of the vacation school committee, has done much to further the cause, and she is working to secure the permanent establishment of summer sessions.

Recent Deaths Among Educators.

ROCHESTER, N. Y.—Daniel L. Fish, the well known author of Fish's arithmetic, and various other text-books, died at his home here September 4, at the age of seventy nine years. He was born in Richfield Springs, this state. After obtaining a limited education, he taught for several years in various



Daniel L. Fish.

places about the state. Shortly after the outbreak of the Civil war, he associated himself with the publishing firm of Ivison, Blakeman, Taylor & Co., in Brooklyn. He has resided in Rochester during the past ten years.

BOMBAY, INDIA.—Dr. Peter Petersen, the renowned Sanscrit scholar, died recently in this place. He was a brother of Principal William Peterson, of McGill university, Montreal, Canada.

COLUMBIA, S. C.—Dr. William M. Grier, president of Erskine college, and a well known Associate Reform Presbyterian, died Sunday, September 3, just after his sermon here. He is a graduate of Erskine from the class of '60, and served in the Sixth South Carolina Volunteers during the war, being wounded at the battle of Williamsburg. He has been president of Erskine for twenty-six years.

CHICAGO, ILL.—Mr. Herman Felsenfeld, who was instrumental in introducing instruction in German in the Chicago schools, is dead. He was president of the Bank of Commerce, and took much interest in the improvement of Chicago's educational system.

"Like diamonds raindrops glisten." Drops of Hood's Sarsaparilla are precious jewels for the blood which glisten in their use

New Books.

Buffalo Jones' Forty Years of Adventure, is a volume in which a feature of our history is treated which, in the great change that is going on in the West, is likely to be overlooked. We are apt to forget that the region now containing hundreds of populous towns was once the home of thousands of buffalos and other wild animals. The journal written by Mr. Jones, relating his efforts in the preservation of these animals, is compiled by Colonel Henry Inman. It is a most absorbing narrative; it tells of his travels in the remote regions of the North-American continent during which he endured hardships, privations, and dangers such as rarely fall to any individual in modern times. They show what indomitable courage, self-possession, and determination can accomplish under the most adverse conditions. "Buffalo" Jones has described with wonderful accuracy the scenes he has visited; the book is therefore instructive as well as intensely interesting. It contains many half-tone illustrations. (Crane & Company, Topeka, Kansas. 8vo., 469 pp.)

Advanced Grammar and Composition is the third of a three-book series of text-books on the English language, by E. Oram Lyte, principal of the Millersville (Pa.) State normal school, and is designed for use in all grades of city schools and advanced country schools. English as it is used to-day by the best writers is the groundwork upon which the book is built. The student is taught to look upon language as the expression of thought, and not merely as a number of groups of words derived from words in another tongue. The attention of the reader is called to the following points in the book: The development of the subject in accordance with pedagogical principles; the accuracy and simplicity of the definitions; the treatment of the sentences in both analysis and composition; the treatment of clauses, conjunctions, etc.; the gradation and literary character of the sentences selected for analysis and parsing; the forms of analysis and parsing, both oral and written; the irregular and abbreviated expressions, including poetical and other expressions; the appendix containing a brief history of the English language, etymology of grammatical terms, leading prefixes, suffixes, and roots, etc. (American Book Company, New York.)

It is certain that one could not get good literature in a cheaper form than in Cassell's National Library Series. These books are edited with introductions by Prof. Henry Morley. They are printed from large-sized type. Some of the latest numbers are *Essays and Tales*, by Joseph Addison; *She Stoops to Conquer* and *The Good-Natured Man*, by Oliver Goldsmith; *Essays on Burns and Scott*, by Thomas Carlyle; *The Autobiography of Benjamin Franklin*; *The Lays of Ancient Rome*, by Macaulay. (Cassell & Company, Limited, New York. Subscription price per year, \$5.00, issued weekly; 10 cents each.)

Practical Public Speaking, by S. H. Clark and F. M. Blanchard, of the University of Chicago, is a book of oratorical extracts intended as a text-book for colleges and preparatory schools. Of late years the study of oratory has been introduced extensively in the colleges to develop the emotional side of the pupil, which science cannot touch. Public speaking comes in as a legitimate and necessary corrective for the too narrow application of the scientific spirit in education. In the arrangement of the steps in this book, the authors have aimed to conform to sound psychological principles. The fundamentals are studied before the details, and the student's attention is directed to but one principle at a time. For instance, a number of extracts are given to illustrate directness, earnestness, dignity; in the study of detail, moods, contrast, climax; in styles of delivery, colloquial, elevated, and impassioned styles; forms of discourse, etc. In studying these extracts one is really studying history and literature as well as oratory. On account of the excellence of the extracts the book will be found of great interest for reading, aside from its value as a text-book. (Charles Scribner's Sons, New York.)

Introduction to Rhetoric, an elementary text-book, by William B. Cairns, Ph.D., instructor in English in the University of Wisconsin, is based on the idea that rhetoric must be presented as a reasonable study. The pupil is too apt to get the idea that rhetoric consists of arbitrary precepts laid down by some unknown authority, and that since the rules are so frequently violated by writers they are practically valueless. In Part I principles depending solely on usage are treated by themselves, and an attempt is made to show that much of rhetoric is but a systematic study of such arts as are unconsciously used by the girl who is a good story-teller, or the boy who wins his fellows

to his way of thinking. Moreover, the author has attempted so to present his subject that the student shall study style and invention together, and that every exercise that he writes shall be criticised both as regards diction, sentence, structure, etc., and as a whole composition. In accordance with this idea, long illustrative selections are given under each form of composition, rather than short illustrations scattered thru the section on style. (Ginn & Company, Boston.)

Books Under Way.

George Newnes, Lt., London.

"Royal Atlas of England and Wales. Part II."

"Arabian Nights."

"The Adventures of Louis de Rougemont."

"Thru the Dark Continent," by Henry M. Stanley.

"British Empire Dictionary of the English Language."

The Picture Book Company.

"Father Goose; his Book."

D. Appleton & Company.

"Cervantes el Cantero," by Prof. Eduardo Tolra y Fornes.

"El si de Las Ninos." Edited by Prof. Tolra.

"Method of Learning the Castilian Language," by Prof. de Tornos.

"Twentieth Century Readers."

"The Races of Europe, A Sociological Study," by Prof. Wm. Z. Ripley.

"Plant Relations," by Prof. John M. Coulter.

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"The Correspondence of M. Tullius Cicero." By Robert Yelverton Tyrrell, and Louis Claude Purser.

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"Novels, Fall Edition," by Henry Seton Merriman.

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"Advanced Arithmetic," by Wm. W. Speer.

Henry Holt & Company.

"Elements of Public Finance," by W. M. Daniels.

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"Manual of Psychology," by Stout. \$1.50.

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NEW YORK AND CHICAGO

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Published Weekly by
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267-269 WARREN AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

A Thickly Inhabited Isle.

There is one island of the Hawaiian group that people in general know very little about and yet in spite of its small size it is one of the most interesting of the islands. It is Leyson island, situated about 800 miles west of Honolulu. This island is about one hundred miles in extent. It is an upheaved coral reef, with no forests, but numerous small trees and shrubs.

The most interesting feature of this island is the birds, about twenty-five species of which are found there. Millions of them live there. When they fly the sun is darkened as if a cloud had passed over it. The decaying bones, with disintegrated coral, help to form the guano, which is exported every year by hundreds of tons in ships to the Hawaiian islands and Pacific coast. The eggs on Leyson island are frequently gathered in wheelbarrows, carts filled with them, and schooners loaded. This industry, however, is unprofitable, owing to the great distance they have to be exported.

Death of a Great Chemist.

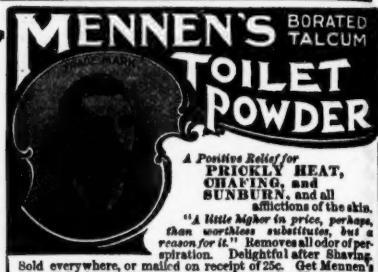
The death of Prof. Robert Wilhelm Ebhardt Bunsen occurred recently at Heidelberg, Germany. His name was known all over the world by reason of the Bunsen burner, which he invented. In 1833 he became a teacher of chemistry at Goettingen, and continued to practice his profession for over half a century. In addition to his

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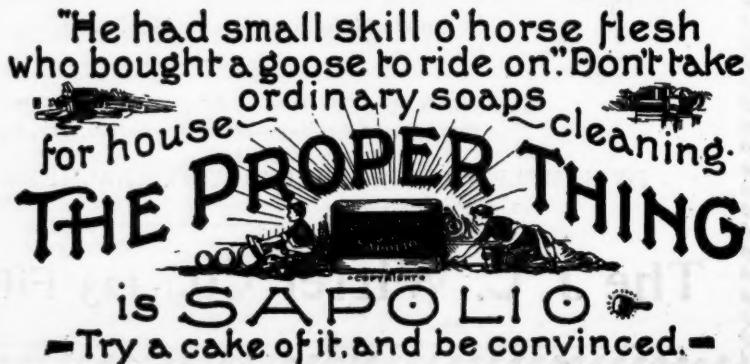
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Cliff Dwellings Explored.

A traveler has just arrived at Los Angeles from an exploring expedition to the ruined cities of southeastern Colorado and New Mexico. He secured valuable results by excavations in the ancient communal dwelling which stands on cliffs in the Santa Fe river, fourteen miles from Espanola, New Mexico. There were not less than 1,600 rooms in the larger building in its prime. It was 240 by 300 feet. He estimates that from 4,800 to 6,000 people lived in the pueblo. Among the bones taken from the burial mound was a woman's femur nineteen inches long, showing a giantess seven and one-half feet tall. The cliff on which the ruin stands rises a thousand feet above the surrounding country.

For Improvement in Ireland.

Ireland is about to receive the benefit of another good measure in the agricultural and technical instruction bill which has passed the British house of commons. It provides for a government department specially charged with the development of Irish agricultural industry and Irish technical education. The bill supplements the work of the agricultural co-operative societies.

Twenty-Seven Vacancies in One Day.

Notices of twenty-seven vacancies were recently received in one day by the Syracuse Teachers' Agency, of Syracuse, N. Y. This indicates that superintendents and school boards resort more and more to the aid of reliable teachers' agencies. This agency is national in its operations, doing business in every state in the Union. It has also received calls from British Columbia, Alaska, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, Cuba, and Porto Rico.

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